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MONTANA COMMISSIONER OF HIGHER EDUCATION

COMMENTUM

TWELVE THIRTY-ONE ELEVENTH AVE. HELENA, MONTANA 59601

JUN 11 1976
STATE DOCUMENTS

THE MONTANA UNIVERSITY SYSTEM CONSISTS OF THE UNIVERSITY OF MONTANA AT MISSOULA, MONTANA STATE UNIVERSITY AT BOZEMAN, MONTANA COLLEGE OF MINERAL SCIENCE AND TECHNOLOGY AT BUTTE, WESTERN MONTANA COLLEGE AT DILLON, EASTERN MONTANA COLLEGE AT BILLINGS AND NORTHERN MONTANA COLLEGE AT HAVRE.

Volume 5, Number 2 — March-April, 1976

Age No Barrier To MUS Students

You don't have to be between 18 and 22 years old to go to a college or university in the Montana University System. Age makes no difference.

Example: Alice Baum, who says she's over 70, has been attending the University of Montana at Missoula after marrying, working and bearing children. Now a widow, she has earned an associate degree in liberal arts and plans to continue her studies.

"If I couldn't go to school, couldn't have the library facilities, I just don't know what I'd do," Baum says. "There are so many things you'd like to know for your own information."

Example: Mary Francis Trafford, a grandmother and mother of six children, finished fourth recently in a field of 37 oratory contestants while representing Montana Tech at Butte. Thtree other Montana Tech contestants were over 29 years of age.

Example: John Price, 62, of Bozeman has received B.A. degrees from Montana State University in English, History and Philosophy. He began attending college after more than 30 years in the service.

"It's just a case of searching for knowledge that I was deprived of in my younger days," Price says. "I'll probably just keep right on going."

Over Thirty

Although institutions vary in their statistical treatment of age groups, most were able to provide age information from Fall Quarter 1975.

At Western Montana College, 15.2 per cent of all students enrolled at the college last fall were 30 years or older.

Eastern Montana College reports that 20.5 per cent of student enrolled last fall were between 29 and 75 years old.

Twelve per cent of students enrolled at Montana State University were between 26 and 60 years old.

About seven per cent of students enrolled at the University of Montana were 30 years old and older.

Northern Montana College reports that 15.9 per cent of students enrolled last fall were 30 years old or older.

Montana Tech, according to registrar Joseph Kasperick, does not compile age data.

The Reasons

"People are beginning to realize that higher education can benefit all age groups," said Commissioner of Higher Education Dr. Lawrence K. Pettit. "Many persons decide to return to college either to finish a degree or to obtain new degrees.

"Some are not interested in a degree, but merely want to refresh their knowledge in a certain field. Others are continuing post-graduate work."

Pettit said many adults wishing to go to college for the first time or return to college are sometimes hesitant of competition or the campus environment. "But," he added, "these fears are unfounded."

Said Price: "Older persons are accepted on campus. If they want to be accepted, they are. And, although it took me a little while to get the system of how to study, I think I've got it now."

For those persons who are either unable to travel to a campus or simply don't want on-campus instruction, continuing education is an alternative, according to Pettit. He said all institutions are increasing efforts to provide adequate continuing educational opportunities for Montanans.

Generally, the average age of a student in the Montana University System does fall in the vicinity of 20 to 24 years of age. "Still," maintains Pettit, "the college or university must attempt to meet the educational needs of alt Montanans, regardless of age."

Selected central messages from The Carnegie Commission on Higher Edueation's 1973 report on "Toward a Learning Society":

- **That postseeondary education should be eoncerned comparatively less with the welfare of a minority of the young and more with that of a majority of all ages.**
- **That age should be welcomed along with youth into the facilities for education; that continuing education, like libraries and museums, should be open to all ages; that the educational barriers separating the age groups be removed.**
- **That education should help create an easier flow of life for all persons from one endeavor to another; that it be a more universal tool of leverage on the processes of life; that, in particular, the walls between work and education and leisure be torn down.**

University System Photo

Regents Sid Thomas and Mary Pace, and Commissioner of Higher Education Dr. Lawrence K. Pettit carefully consider items brought before the policy committee. Related stories on the February board meeting inside.

New Staff Added

Two attorneys and a new Director of Accounting have recently been hired by the Commissioner of Higher Education.

The attorneys, Steven Veazie and Michael Sehestedt, will handle collective bargaining activities between the Commissioner of Higher Education and the six units, in addition to other routine legal matters including pending litigation involving the Montana University System.

Sehestedt received his Juris Doctor from the University of Montana Law School in 1973 where he was the social chairman and secretary of the Montana Student Bar Association. He was admitted to the Montana Bar Association that same year.

He was previously employed as a law clerk for the Montana Supreme Court and as chief attorney for the State Commission on Local Government.

Veazie received his Juris Doctor from the Southern Methodist University School of Law in 1975 and was admitted to the Montana Bar Association that same year.

Ron Near, effective April 5, will be the new Director of Accounting for the Montana University System. Near, who is currently the Assistant Director in the Office of Budget and Program Planning, will be responsible for designing, implementing and maintaining a centralized uniform accounting system in the Montana University System.

Near's previous experience in Montana includes Deputy Director with the Department of Administration, Chief Administrator with the Finance Division and Director of the Management Systems Bureau.

WHAT'S INSIDE

Program Review: It will, in the long run, increase the quality, rationality and efficiency of higher education in Montana. See page two.

Student Governments: They're working hard at representation despite inherent drawbacks; frequent lack of student involvement. See page three.

Affirmative Action: Although a necessary component in higher education, it is headed toward self destruction without proper management. See page six.

Intercollegiate Athletics: Everything you want to know about the most recent Board of Regents action and ensuing suggestions. See page seven.

Commissioner's View

Program Review: Quality, Rationality, Efficiency

By Dr. Lawrence K. Pettit

One of the most fundamental and important changes brought about by the new system of governance for higher education in Montana is the central authority lodged in the Commissioner of Higher Education and the Board of Regents for evaluation and review of all curriculum and academic programs. Although this change is viewed with concern by some, especially those who may lose programs, it is nevertheless a salutary change and one long advocated by Montanans. Governing authorities must have the prerogative of program review if the system of higher education in Montana is to have any coherence and if it is to be accountable to students and the taxpayers of the state.

Theoretically, the Regents always had authority over programs in the University System. Under the old Constitution, however, they had no effective way of exercising that authority. For example, they had no independent source of academic advice, and therefore were totally reliant upon what the campuses told them. They had no mechanism for continuing program evaluation, and they had no means of establishing the agenda for the discussion of academic programs. As a consequence, their authority was exercised only on occasion to vote approval or disapproval of new program proposals brought to them by the campuses. The resources and staff for academic planning were not available. No one ever looked at the entire picture adequately to see how the various parts of the system complemented one another and fit together, or to ascertain what changes needed to be brought about.

Since July 1, 1973, we have had the constitutional authority and structure to begin to formulate policy and exercise authority over academic programs. It has been only since July 1, 1975, however, when the appropriations for the current biennium took effect, that we have had the budget authority and financial resources commensurate with staff needs and other expenses necessary to perform the task. Now, in the person of the Commissioner of Higher Education, assisted by his academic deputy, and backed by the resources to do the job, the Board of Regents for the first time has the means to bring about reform in university system curricula.

There are several forms of program review. First, there is **internal review** which faculty should be involved in continually at the campus level. This process should aid the faculty in making proposals with respect to staffing patterns, program changes, graduation requirements, etc. Second is program review associated with **accreditation**. This is done periodically to fulfill the needs of accrediting societies so that they can determine whether to give their stamp of approval to the program over which they have accrediting jurisdiction. The regional accrediting societies have general jurisdiction over the full scope of academic programs and accredit an entire institution. In addition, professional societies or trade societies such as the American Bar Association, the National Council for the Accreditation of Teacher Education and similar organizations in engineering and other fields, accredit programs for professional education in their fields. Not all programs require this type of accreditation.

Accreditation by professional societies is subject to several kinds of abuse. In some cases they would wrest governance control from the hands of the general faculty, president, Commissioner and Board of Regents and place it in their own hands. There are those who suspect that in some cases (in teacher training for example) the requirements for accreditation by the professional society have the effect of enforcing mediocre standards upon us, and preventing us from upgrading the programs as we would like to do.

The third type of program review is that which is performed by and for governing boards. This is the review which is being coordinated and directed by my academic deputy, Dr. Freeman J. Wright. Here, we have to take a good hard look at the quality of various programs, the extent to which they duplicate unnecessarily, their productivity, and at the extent to which they fit into a sensible, overall academic plan for the state. It goes without saying that cost factors have to be looked at also.

All kinds of program review have to be conducted properly and with respect to academic tradition and due process. In all cases the faculty should be very much involved. A heavyhanded procedure from the top not only would be unfair but it would be counterproductive. In the reviews which we now have underway (teacher training programs and all Ph.D. programs which are offered on more than one campus) the faculty role is being protected. Considerable time was spent in conjunction with the academic vice-presidents working out guidelines and procedures which were agreed upon by the campuses. In the case of the five reviews of potentially duplicative Ph.D. programs, we have solicited from the disciplinary societies the names of eminent scholars in the respective fields. These reviewers will examine data on the programs, which have already been collected, and visit each campus briefly. Even though the professional societies sometimes bear part of the cost, this is a relatively expensive process. It is, however, the only legitimate way to go about it.

The Board of Regents has adopted a schedule whereby every graduate programs and low-enrollment undergraduate program in the Montana University System will be evaluated at least every five years. In addition through the academic deputy's office there will be continual monitoring of all academic programs and curriculum within the system.

Dr. Wright is highly qualified and well suited to the task. He has a Ph.D. from Johns Hopkins University and has taught at the University of Pittsburgh, several Latin American universities and within the California system. He was a department chairman and a dean in the California state university system. He is the author of several scholarly articles and a co-author of a textbook which has recently been adopted by several of the most prestigious institutions in the United States. He has Montana experience, having grown up in Wibaux (where he graduated from high school), Bozeman and Butte.

He will not be making decisions and setting policy unilaterally. His conclusions will be presented in the form of recommendations to me. I in turn will make decisions and, where Board action is necessary, formulate my recommendations to the Board of Regents.

Nonetheless, Dr. Wright is not in an enviable position. He is certain to be criticized by those on the campuses who feel threatened. Similarly, he will be criticized by others who feel that we are not moving fast enough to bring about the changes they would like to see in the University System.

Program review, like other endeavors, must ultimately be judged by its results. I am confident that this review will increase the quality, rationality and efficiency of higher education in Montana.

MONTANA COMMISSIONER OF HIGHER EDUCATION
COMPENDIUM

Compendium is published bi-monthly by the Commissioner of Higher Education, 1231 Eleventh Avenue, Helena, Montana 59601. Editorial comment on Montana higher education is welcomed and will, if suitable, be printed in succeeding issues of Compendium.

EDITOR .....Rick Farrant
EDITORIAL ASSISTANTS (from campuses) .....Carl Isaacson, Cathy Braasch, Seena Slaby, Dorothy McGee, Charles Stauffer and Patricia Douglas

Speaking Of Presidents . . .

By Dr. Fred W. DeMoney, President Montana Tech

Over the years there has been considerable debate on the appropriate role and value of research to the teaching function of instructional faculty in postsecondary education.

Advantages

The debate centers on the notion that instructional faculty should be involved in research related to their instructional assignment while carrying on their instructional duties. Several factors favor such an arrangement:

- Faculty have an opportunity to update their information, to modernize theories and to modify concepts.
- The relevance of the subject to the student's present or future activities becomes clearer for the teacher, thus enabling the teacher to arouse greater interest and better understanding in the mind of the students.

These are major factors. There are, however, additional spinoffs for faculty involved in research. These side effects can greatly influence a researcher's instructional function. For example, scholarly research usually broadens the view of the individual. Then too, self-discipline needed for such work tends to reappear in the diligence applied to instructional preparation.

There may still be other effects arising from faculty involvement in research. An instructor may come to recognize an advantage in changing the methodology of his teaching. He may recognize an advantage in a different teaching technique, the use of audio-visual facilities or other educational technology. His research may even lead him to modify the overall curriculum objectives or to develop the course in a better way.

Instructional faculty who have been teaching the same subject more or less routinely for a number of years need new stimuli from time to time. Research can provide an excellent stimulus. Usually, research opens new doors in the mind of the researcher, or it hints at different or more distant horizons. In the mind of the research investigator, the subject may take on an entirely new perspective. These shifts and changes may open a path of insight that is truly stimulating.

Faculty participation in research is widely recognized as an important step in professional development. The faculty researcher has the opportunity to present the results of his research for peer group evaluation and for ultimate publication in distinguished journals. This leads to scholarly recognition by both the institution and colleagues in the field. Each of thse experiences benefit the ego and the imagination of the researcher. Moreover, many institutions use research and publications as two of the criteria for promotion and salary merit increase. Thus, those faculty who conduct successful research usually have more promotional opportunities than those who do not. When carried to extremes, such criteria can lead to a "publish or perish" philosophy and policy. It is far more realistic to modify that philosophy to "publish or stagnate."

Of course, financial benefits generally accrue to those who engage in research. First is the salary adjustment at the institution. If based on merit, that adjustment recognizes the scholarly contribution. Another financial benefit is the ability of the researcher to gain summer employment if he so desires. The recognition of scholarly work may also enable the researcher to become a paid consultant for a variety of industrial, commercial or governmental agencies. Research work which leads to publications and recognition in the profession offers a degree of upward mobility for the instructional faculty who desires it. This, of course, presents administrators with another set of problems in holding or attracting such academic faculty. The competition in the marketplace becomes more keen.

Disadvantages

The most widely decried disadvantage attributed to research conducted by instructional faculty is the alleged neglect of students. There can be no doubt that faculty whose primary interests and priorities lie in research may neglect their undergraduate students to some extent. Research may become the primary effort, and the students may become secondary.

To create and maintain a proper balance, administrators must use the maximum of their talents and judgment. They must recognize the various roles which faculty play in the total missionof the institution. They must make sure that some degree of equity remains among all faculty and that their evaluative system is flexible.

How do we establish and retain the proper balance in The Montana University System?

Solutions to the Dilemma

At present, our University System budgeting approach does not provide funds for those faculty who desire to do research but have no other source of funds for such research. Most research is funded through external sources. This presents a problem for faculty in those disciplines for which no external source funds are available.

Most faculty recognize the importance of research for themselves and for their work. To enable them to conduct that

(Continued on page 5)

Attempting To Instill Student Interest

Student Governments Strive For Representation

By Rick Farrant
University System
Public Information Officer

Student governments in the Montana University System seem to be facing squarely the major concern of all government in the United States — adequate representation. In some cases, however, the task is not an easy one.

Annual student government allocating power — derived from student activity fees — in the Montana University System totals nearly $1 million. In addition, most student governments handle outside revenue generated by student campus groups.

Approximate breakdown of student activity fee money allocated by the student governments is: University of Montana $350,000, Montana State $300,000, Eastern Montana College $150,000, Northern Montana College $44,000, Montana Tech $35,000, and Western Montana College $36,000.

Although allocations vary from institution to institution, the bulk of allocations goes to the support of athletics. Other financial support is also given to such things as scholarships, student clubs and organizations, and student newspapers.

The concern among student body presidents is gathering adequate student input on decisions requiring student government consideration. Many student body presidents say that interest in student government runs high only when a controversial issue is at stake.

"You beat your brains out and try to warn students about what's happening in student government and they just don't give a damn," said a rather disgruntled Eastern Montana College student body president Steve Bradshaw. "Some student governments in the United States have simply folded up recently and I can see the reasoning behind their doing so."

Bradshaw said the EMC student government attempted to conduct an athletic survey on the campus recently, but were greeted with waves of apathy. "We tried to pass the poll out during registration and the students just dropped them on the floor," he said.

Mike Bruce, student body president at Northern, says gathering student interest at Havre is like "pulling teeth. The only way I think we can get more student interest is by holding the Central Board meetings in the dorm and drag the students bodily into the meeting," he said.

Not all student body presidents express such negative student interest. Says Western Montana College student body president Mike Foster, "As long as things go smoothly, the students are satisfied. There is not complete apathy."

Jim McLean, student body president at Montana State University, also paints a generally positive picture of student interest. He says the number of candidates seeking office in the student senate is on the rise and attendance at student senate meetings is increasing.

Perhaps the most comprehensive analysis of student government was provided by John Nockleby, student body president at the University of Montana. "I understand, sometimes, the lack of involvement by students in student government," he said.

"Students, by nature, are very transient. Consequently, it is difficult for them to understand the issues until their final years of college."

Nocklehy said he believes there is increased interest in student government at the University of Montana this year. However, he is still concerned about student involvement.

"I'm concerned that we may not, in fact, be meeting the students' needs and I am puzzled as to how we can get a large amount of students involved," Nockleby said. "Anyone concerned about being representative would be concerned about apathy."

Nockleby said lack of participation in student government follows a similar trend in all government. He believes lack of participation in certain issues indicates that either the students aren't interested or the students feel that the student government is doing a good job.

Despite the varying degrees of student involvement in student government in the Montana University System, all student governments are attempting to instill student interest.

At Montana State, the student government is holding informational forums every two weeks on issues concerning the students.

At Northern Montana College, the student government attempts to poll students on their financial allocation preferences.

At Western Montana College, Foster says the student government holds "rap sessions" with students, faculty and administration once every quarter.

Bradshaw said he has directed the student government at Eastern Montana College to come up with new ideas which will increase student interest.

Nockleby says a "good advertising campaign" helps.

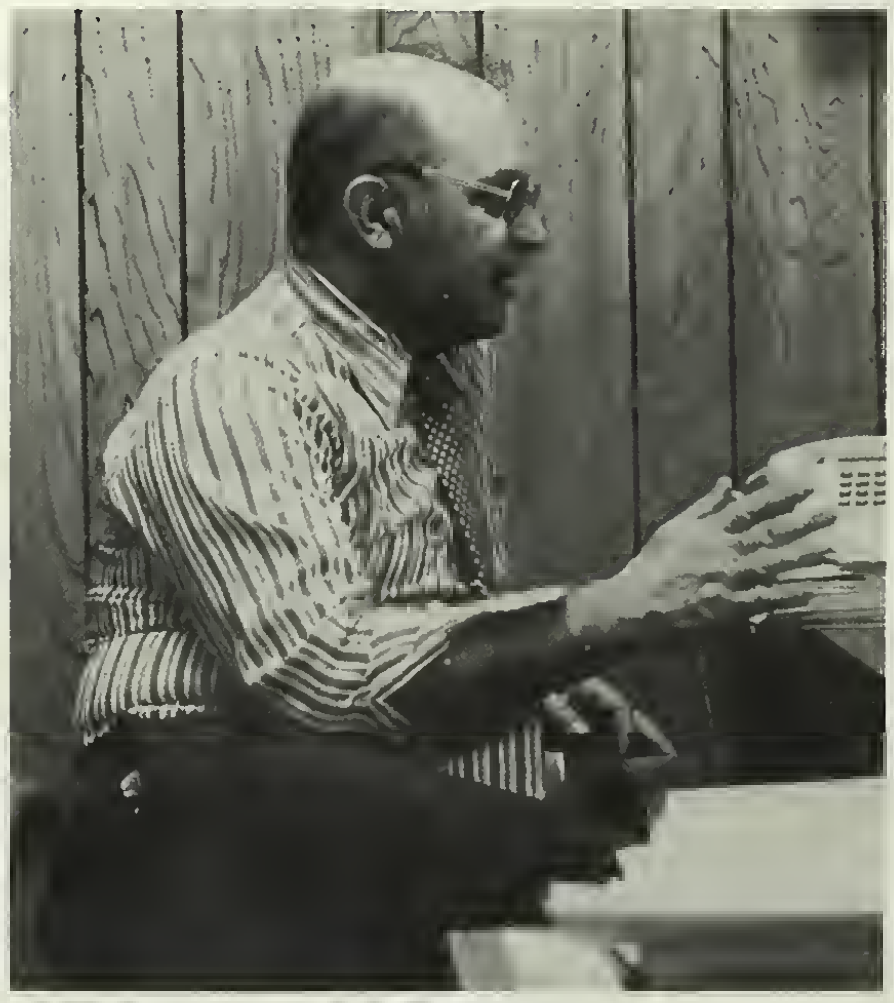
All student body presidents hope that their methods will increase interest in upcoming elections on the campuses. Despite the varying problems inherent in student government, they all maintain an undying allegiance to their jobs.

As Nocklehy put it, "Without student government, the students would be an amoeba without any sense of form or definition."

INSIGHT

Lannan: Building Program Most Difficult

(Editor's Note: William Lannan, currently Director of Special Projects, began work with the Montana University System in Helena as the system's Institutional Studies Officer in 1964. The following are excerpts from a taped conversation concerning some of the system's most recent projects.)



WILLIAM LANNAN

Q. You have been working closely with the Commissioner's inter-unit committee on continuing education and extension. What has been the thrust of the committee's activities?

A. The committee has worked on coordinating activities among the six units, developing some policies, and developing an long range plan for continuing education and extension in the university system. Another activity has been the university summer session at Butte this summer.

Q. Specifically, what sort of topics has the continuing education committee been looking at?

A. One of the first policies that they got through the Board of Regents was an authorization for each of the six units to award a CEU for continuing education courses that are offered by the various institutions. . . .

They are interested in cooperation among the several units and providing a greater opportunity for continuing education courses to be applicable to not only upgrading skills but also working toward a degree — credits earned that would be applicable towards a degree for the students, which in a sense is a new delivery system . . .

Q. You have also been involved with the task force on the handicapped. What is the status of that endeavor?

A. We're at the stage of doing some field work on the campuses, surveying each building on campus to identify the physical barriers that exist for the physically handicapped. When that survey is completed the institutions or the colleges and universities will translate that information into projects that would remove those barriers and make those facilities on campus accessible to the handicapped . . . We're not just talking about educational facilities, we're talking about the dormitory facilities, the food service facilities, lavatory facilities. . . And then those projects will be priced out and the task force which was appointed by the Commissioner will review the projects and attempt to set some priorities on those projects and make a recommendation to the Commissioner.

Q. How long do you think it will be before the task force is able to forward recommendations to Dr. Pettit?

A. Our goal is about the first of June.

Q. In addition to these and other special projects, what are the major problems encountered when carrying out these efforts?

A. The major problem is getting people together at a time which is convenient for them, to set a time frame in which to meet deadlines, and realizing that you can't always meet a deadline. It has to be a little open-ended. You have to make some exceptions because you aren't able to forecast all of the problems that come up when you plan a project.

Q. Are the planning stages of a project usually lengthy?

A. Over the long haul, I don't think you could say that they are lengthy . . . I think you're talking about a span of four to six months in which you have a project conceived and hope to terminate phases of that project within a four to six month period.

Q. In your many years with the Montana University System, what specific project was most difficult?

A. I think the most—and this is a continuing project, it happens every biennium—difficult is to sort out the priorities for the long range building program that the Board of Regents will recommend to the Governor and the legislature. The difficulties arise with trying to determine what facilities have the highest priority for the system and it's not easy to differentiate between the priority of a physical plant building, or a library, or a laboratory, or classroom building because they all are priorities on campus, but to fit those into an overall priority for the system is a difficult task.

University System Photo

Barry Hjort, Assistant Commissioner for Labor Relations and Legal Affairs (center), confers with members of the inter-unit committee on collective bargaining. Classified negotiations involving representatives from all six units began one month ago.

Task Force For Handicapped

Handicapped students in the Montana University System may soon benefit from facilities which will insure adequate access to campus buildings and classrooms.

Commissioner of Higher Education Or. Lawrence K. Pettit recently appointed a seven member task force to examine facilities for handicapped students in the system. Former Board of Regents' member Gary Gallagher of Missoula was named chairman of the committee. Other members are Alfred Stiff, Bozeman; JoAnn McLeod, Butte; Joyce Keltz, Oillon; John R. Fanshawe, Billings; Robert Keisling, Havre and Andy Van Teylingen, Bozeman.

"The first thing we want to determine is what facilities already exist and what facilities are lacking," said Gallagher. "The handicapped are a large minority that up until now have been rather ignored."

Gallagher said the study will entail a "classroom by classroom and building by building" inspection of existing facilities. "We cannot wait until a building is redesigned 15 or 20 years from now," he said.

"We need to take the present buildings and make them accessible to these people. There are conditions that exist right now on campuses that may prevent some handicapped students from participating in a certain course offering. That's not fair."

Pettit said the task force will consider opportunities for persons with a variety of handicaps — including the blind.

Pettit said he believes that many handicapped persons do not attend a unit of the Montana University System because "they know they're going to have a difficult time getting in and out of certain facilities."

Added Gallagher: "Perhaps if we increased accessibility for handicapped persons, there might be an increase in the number of handicapped people attending the system's universities and colleges."

Pettit said he expects the task force to present their recommendations to him sometime within the next year.

"We would like to have a great deal of input on this subject from those persons on campus, as well as the general public," Gallagher said. "Input from others will help us evaluate the present situations on campus."

In Promoting System Cohesiveness

Collaborative MPA Approved

The Montana Board of Regents has approved a collaborative Masters of Public Administration Program which will utilize professors from both Montana State University and the University of Montana.

"This type of program is a new development in higher education," said Commissioner of Higher Education Dr. Lawrence K. Pettit. "Because of increasing costs, universities are coming together to offer graduate programs to maximize uses of resources. This development is long overdue in Montana."

Dr. Freeman J. Wright, Deputy Commissioner for Academic Affairs, said the program will primarily train persons who are already working in government in areas such as budgeting and personnel administration, but will also be available to university graduates who wish to enter government service.

He said the program, expected to begin in Fall Quarter 1976, will allow extension offerings in Helena, in addition to an exchange of faculty between the campuses. "Specialists in course areas at UM and MSU will teach special courses on their own campuses," he said,

"Also, professors may teach in Helena or may travel to the other campus during the summer sessions."

Wright said an advisory committee composed of representatives of the University System and state government surveyed interest in such a degree program in Helena and found that nearly 200 persons were interested in acquiring the degree. "This makes the cost saving factor in the best utilization of resources all the more important," he said.

Wright said Montana is presently one of three states which don't have a Masters of Public Administration program. However, when the program is initiated, he said Montana will be one of few states which have a collaborative program.

Wright said a committee comprised of representatives of the University of Montana and Montana State will administer the program.

TRANSITION

ELECTED: Dave Hill, senior in economics, to student body president at the University of Montana.

ELECTED: Pat Pomeroy, senior in pharmacy, to student body vice president at the University of Montana.

ELECTED: Dan Short, junior in business administration, to business manager at the University of Montana.

APPOINTED: Peter Bauerle to lecturer at Center for Native American Studies at Montana State University.

APPOINTED: Clarice Dreyer to lecturer at Center for Native American Studies at Montana State University.

APPOINTEO: Dr. Warren W. Esty to assistant professor of mathematics at Montana State University.

APPOINTEO: Gordon Herwig to lecturer in health, physical education and recreation at Montana State University.

APPOINTEO: Dolly M. Ito to visiting associate professor of nursing at Montana State University.

APPOINTEO: Charles O. Zeier to instructor of sociology at Montana State University.

APPOINTED: Allan G. Lien to research assistant at the Agricultural Experiment Station.

APPOINTED: Robert C. Wagner to Mineral County Agent with the Cooperative Extension Service at Bozeman.

APPOINTED: Dr. Warren Gardner to executive assistant to the president at Northern Montana College.

RESIGNEO: Charlene A. Greene from instructor at Center for Native American Studies at Montana State University.

RESIGNEO: Charles E. Hurst, county agent and instructor with the Cooperative Extension Service.

RESIGNED: Janet O. Rothfus, county agent and instructor with the Cooperative Extension Service.

RESIGNED: Charles M. Smith, soils scientist and professor with the Cooperative Extension Service.

RESIGNED: Richard W. Ives from assistant professor of electronics technology at Northern Montana College.

RESIGNED: Dr. Stanley J. Heywood from president of Eastern Montana College.

Master Plan Available

A limited supply of the Indian Culture Master Plan is now available.

The plan, approved recently by the combined State Board of Education, was designed primarily to provide a framework through which education in Montana can focus its resources on the cultural contribution of Native Americans to Montana and the United States.

The plan stemmed from a number of indicators of Montana's commitment to Native Americans.

Copies of the Master Plan may be obtained from the Commissioner of Higher Education, 1231 11th Avenue, Helena, Montana 59601.

SUMMARY

(Editor's note: This new section in Compendium will outline the system's efforts to comply with legislative intent.)

1975 LEGISLATION	SYSTEM ACTION
SJR 17 — A joint resolution of the Senate and the House of Representatives of the State of Montana urging the Board of Regents to govern all units of the university system as one unit☐	The Commissioner of Higher Education testified on this resolution and indicated to the committee that, whenever possible, it is the intention of the Board to institute programs and policies to achieve this goal. The uniform accounting study, the system of inter-unit committees, the study of the feasibility of a common calendar, program review, and the public information program are all aimed at supporting this legislative intent☐
SJR 5 — A joint resolution of the Senate and the House of Representatives of the State of Montana urging the Board of Regents of Higher Education to eliminate unnecessary duplicating doctoral programs at the state's universities☐	A cyclical five-year program review approved several months ago by the Board of Regents more than meets the demands of this resolution. Review of Ph.D. programs on more than one campus is presently well underway☐
HJR 26 — A joint resolution of the Senate and the House of Representatives of the State of Montana urging the Board of Regents and the Board of Public Education to develop and establish a management information system for the postsecondary institutions☐	An inter-unit committee comprised of representatives of the six units of the Montana University System has been appointed and is presently working on the establishment of a management information system. The Commissioner of Higher Education recently advertised nationally for a Director of Planning who would develop and administer the system☐
H.B. 271 (In part) — (8) a uniform centralized accounting system must be initiated and in effect by July 1, 1976☐	A uniform accounting study is now underway. It is being conducted by Raymon Dore, a certified public accountant, and James Ness, on leave from the business manager's office at Montana State University. In December 1973, the Commissioner of Higher Education and Board of Regents ruled that there would be a uniform accounting system, but it could not be accomplished until funds were appropriated for the study in 1975 under HB271☐
H.B. 656 — An act to amend sections 59-1602 and 50-1605, R.C.M. 1947, by allowing student representatives to participate in negotiations involving the Board of Regents and public employees in certain cases; and providing an immediate effective date☐	Student representatives at Eastern Montana College, Western Montana College and Northern Montana College are presently participating in negotiations☐

Countdown To Title IX

A one-day workshop to discuss compliance with Title IX regulations in the Montana University System will be held March 17 in Helena.

Title IX, as outlined under section 901 of the Education Amendments of 1972, has significant implications for recruiting, admissions, financial aid, student rules, health care and insurance benefits, student employment, texbooks and curriculum, athletics, single-sex courses, and women's studies programs.

The regulation stipulates that "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving financial assistance."

The workshop is geared for University System presidents, community college presidents, academic deans and vice presidents, financial aid officers, admissions officers, the inter-unit committee on affirmative action, athletic directors, students affairs and services, student presidents, and members of the staff of the Commissioner of Higher Education.

Suzanne Elder, Title IX specialist with the Office for Civil Rights in Denver, and Mary Leonard-Connor, Equal Learning Opportunities Coordinator with the Superintendent of Puhlic Instruction, will also be workshop participants.

"This workshop is sponsored as a service to university system units and provides an opportunity for discussion of problems related to compliance with a federal regulation which has broad implications for colleges and universities," said Commissioner of Higher Education Dr. Lawrence K. Pettit.

"I have no doubt that some problems with Title IX in the University System do exist. The workshop will give us a chance to iron out those problems."

According to federal regulations, colleges and universities are obligated to perform a self-evaluation of their e... education program, including athletic programs, prior to July 21, 976.

The effects of Title IX on athletics has been a major concern in the Montana University System. The U.S. Department of Health, Education and Welfare (HEW) indicates that during the process of self-evaluation institutions should examine all of the athletic opportunities for men and women and make a determination as to whether each has equal opportunity to compete in athletics in a meaningful way.

The regulation asks athletic directors to consider a number of variables when determining equal athletic opportunity for both sexes. The consideration includes:

- Whether the selection of sports and levels of competition effectively accommodate the interests and abilities of members of both sexes.
- The provision of equipment and supplies.
- Scheduling of games and practice time.
- Travel and per diem allowance.
- Opportunity to receive coaching and academic tutoring.
- Assignment and compensation of coaches and tutoring.
- Provision of locker rooms, practice and competitive facilities.
- Provision of medical and training facilities and service.
- And, publicity.

HEW indicates that equal opportunity emphasis in the regulation addresses the totality of the athletic program of the institution rather than each sport offered.

Speaking of Presidents . . .

(Continued from page 2)

research on campus, we must find a way to fund their work through appropriate state budgeting processes. For example, it might be desirable to budget a percentage of total instructional faculty expenses for research purposes. Ten to fifteen percent would not be unreasonable. By introducing this modest flexibility, we could help to provide a means for encouraging those faculty who have no possibility of external funding for their research programs. We could insure that they would be equitably compensated for their efforts. The Univerity of Idaho is proposing this concept to their Board of Regents. The idea has considerable merit and should be examined for potential application to The Montana University System.

A very important aspect of this approach is that the type of research could be that which the individual would care to do, rather than that which some external agency demands. The individual would be able to maintain his scholarship in the particular area of his specialty rather than shifting gears or changing academic direction. With state sponsorship of the research, the influence from external forces (for bad or good) would presumably be much less. A faculty member would have a greater degree of freedom in pursuing the research in his chosen direction.

In attacking our present problems of society and technology, the stakes are high. Our creativity and inventiveness must be nurtured and preserved. In all Montana there is no better soil than that of The University System in which to nurture such creativity.

Task Force Proposed On Common Calendar

Commissioner of Higher Education Dr. Lawrence K. Pettit said in February that he will be asking for additional help from students and faculty in studying the feasibility of a common calendar for the Montana University System.

"In order to insure that students and faculty have full opportunity to examine academic ramifications of any proposed change in the University System calendars, I have asked the inter-unit Faculty Council and the Student Advisory Council to designate a task force from their combined membership," Pettit said. "This task force will formulate for me recommendations to be considered along with the recommendation from the inter-unit committee for the possible development of a common calendar."

Last Spring, after a Board of Regents' recommendation, Pettit appointed a six-member inter-unit committee for the possible development of a common calendar. The committee formed a preliminary recommendation that the early semester system be implemented in the system, then issued 25,000 questionnaires on the subject to students, faculty and administration.

The content of the questionnaire prompted substantial criticism from many of the campuses.

Pettit said the original inter-unit committee will still report to him following the results of the questionnaire. "However, upon receipt of the report, I will discharge the committee," he said.

"The committee, following the campus surveys, will have completed its task," he said. "They have shown much dedication and hard work in the difficult and sensitive task of developing a set of recommendations with respect to the common calendar."

University System Photo

The library museum building at Montana Tech will someday be remodelled for administrative offices. The institution has received legislative appropriations to construct a new $1.4 million library.

REVIEW

Affirmative Action . . . Does It Work?

By Sherry Matteucci
Special Assistant to
the Commissioner

MAKING AFFIRMATIVE ACTION WORK IN HIGHER EDUCATION
BY CARNEGIE COUNCIL ON POLICY STUDIES
JOSSEY-BASS PUBLISHERS
272 pages

The latest in the Carnegie Council series of policy studies, *Making Affirmative Action Work in Higher Education* presents a reasonably comprehensive overview of a complicated and controversial issue. Written in a straightforward and at times almost "chatty" style, the book is readable and provides, in accessible format, a summary of the historical background and ethical issues which have resulted in radical reorientation of administrative policies at colleges and universities throughout the country. It presents an analysis of the federal laws, policies, regulations and guidelines which have removed affirmative action from the realm of philosophy and placed it firmly in the world of legal reality. In addition, the book contains sections which pragmatically outline the basic elements of a good affirmative action plan, the steps to be followed in developing grievance procedures, the role of committees and institutional responsibilities. The editors have also openly addressed the problems inherent in "making affirmative action work", both those endemic to the process itself and those engendered by the appalling, and sometimes seemingly purposeful, lack of coherence and coordination on the part of the federal government. The editors note, with evident dismay, that "few federal programs are so near self destruction."[14] They continue, "the current government program is now on a trajectory toward an unnecessary confrontation with higher education, and also, toward impotence. This course can, and should be, quickly reversed."[15]

The book presents a series of twenty-six recommendations which reflect commitment to the principles of affirmative action, an understanding of the difficulties, and a willingness to make controversial statements which will be badly received by some. A particularly refreshing aspect of the book is the continuing theme of emphasis on common sense. The editors refrain from indulging in the estoeric in favor of the practical. This is intended to be a guidebook and not an exercise in the theoretical.

A noteworthy chapter on the ubiquitous "goals and timetables" is included. On the related issue of hiring the "most qualified" the editors clearly stand in favor of a liberal interpretation based on long-term objectives rather than a focus on a limited, case-by-case evaluation of prospective appointees. Three bases for determining the "most qualified" are outlined:

> (1) "most qualified" may be determined on strictly academic grounds alone — knowledge of the subject and ability to teach it and add to it. (2) It may be judged on broader grounds of over-all contributions, including, where appropriate, the ability to serve effectively as "models" and "mentors" to women and minority students. (3) It may be considered loosely as being whatever is most suitable in meeting the established goals.

We favor the second alternative. (emphasis added)

A notable quote is included from the report of the Commission on Discrimination of the AAUP:

> "We would go further to say that special efforts to attract persons to improve the overall diversity of a faculty, and to broaden it specifically from its unisex or unirace sameness, seem to us to state a variety of affirmative action which deserves encouragement. . ."[129]

One area in which the book falls short, as do most publications concerning affirmative action in higher education, is in consideration of nonacademic personnel. Although briefly treated, the material is concentrated mainly on issues which involve faculty and administration. The laws and policies apply to all personnel, and affirmative action plans which have been developed reflect recognition of the important role played by non-academicians and non-administrators in the functioning of an institution; the book does not. This is undoubtedly reflective of two facts: non-academic personnel are often protected or supported by union affiliations (although in some cases such affiliation may be detrimental to affirmative action); and, by a great majority, actions brought for enforcement of applicable laws have been primarily advanced by faculty, specifically women faculty members.

Overall, the book is well-written and informative. If not already available to those persons assigned responsibility for developing and maintaining affirmative action plans, it would be a helpful addition. It is certainly timely and is likely to remain so since, despite federal bungling, affirmative action will continue to be a major factor in higher education.

EMC Photo

Petro Hall is the largest residence hall on the Eastern Montana College campus, housing nearly 500 students. It also houses the health center, theatre and bookstore.

SPOTLIGHT

Summer Session Planned

BUTTE — Five units of the Montana University System will offer nearly 50 classes, workshops and short courses at Montana Tech next June, July and August, during the first Joint University System Summer Session.

The program is being organized by the Montana University System's Inter-unit Committee on Continuing Education and Extension.

Commissioner of Higher Education Lawrence K. Pettit termed the summer session at Tech "a welcomed effort to both increase accessibility for persons in the Butte area, and to promote cooperation and collaboration among the units of the Montana University System.

"The session offers higher educational opportunities beyond what Montana Tech is able to offer itself," Pettit continued. "I would hope that this type of collaboration can be more and more common in the future in other areas of Montana. It enlarges educational opportunities without increasing costs."

Pettit said he is especially pleased to have five of the six units participate in the joint summer session.

"I hope that, in the future, all six units will participate," Pettit added.

Units participating in the joint summer session at Tech will also hold summer sessions at their own campuses.

Credit for courses offered during the joint summer session will be awarded by the unit offering the course, according to Dr. E. E. Glass, director of Tech's Continuing Education and Extension Division. About one-half of the scheduled courses will meet over a four to five week period, while the others will vary from one to two weeks in length.

Persons planning to take joint summer session courses offered by units other than Montana Tech must preregister and pay a $25 deposit per course before May 3. The entire preregistration deposit will be applied toward a student's registration fees, Gless said. Preregistration deposits will not be refunded after May 3.

Tuition waivers are available to qualified applicants for three Montana Tech workshops: the Minerals Industries in Society (meets June 14-July 2), Aerospace Technology/Earth Sciences (June 21-July 9) and Minerals Conservation-Petroleum (meets in Billings, dates to be arranged). Tech will present 30 additional summer courses in such fields in ecology, engineering, history, life sciences and social sciences.

Other courses scheduled during June, July and August include:

Upper division and graduate courses in income tax, real estate finance, management of new enterprises and small businesses, educational sociology, curriculum workshop and parents of exceptional children, all scheduled by the University of Montana. UM plans to announce additional joint summer session courses in elementary and secondary education administration.

Undergraduate and graduate courses in principles of career education, vocational guidance and adult vocational education, presented by Northern Montana College.

Oil painting and metrification education, offered for undergraduate or graduate credit, by Western Montana College.

Behavior modification, a graduate course, and survey of exceptionalities in special education, upper division or graduate credit, presented by Eastern Montana College.

For a booklet describing the joint summer session, or to preregister for courses, contact the Continuing Education and Extension, Montana Tech, Butte, MT 59701, or phone (406) 792-8321, ext. 296 or 209.

Athletic Study Deadline Extended By Regents

The Board of Regents in February extended by three months the study on the funding of intercollegiate athletics in the Montana University System.

DAZZ FURLONG

In a written statement, Commissioner of Higher Education Dr. Lawrence K. Pettit said: "The Commissioner of Higher Education, after preliminary investigation has determined that a study of financing intercollegiate athletics in the Montana University System involves a scope of issues which precludes completion of the study in the suggested time period.

"Mr. Edward P. (Dazz) Furlong, who was hired on a temporary contract to complete the study, is to be commended for the time and effort expended. His assessment of attitudes of various concerned groups will be valuable in making final recommendations on this matter.

"It has become obvious, however, that the complexities of financing, the implications of federal regulations and the ramifications of significant changes in the current structure of athletic programs are impossible to clarify without the commitment of additional financial resources and staff."

Furlong, a retired Great Falls newsman, will work on the study until the original March 1 deadline at which time the Commissioner's staff will begin working on the study, Pettit said. The extension deadline is June 1.

In a preliminary report to the regents, Furlong said he was a long way from "giving an accurate decision on details of athletics financing in the universities and colleges." He indicated that he needed additional help from financial experts.

"None of the school leaders denounced the school's athletic budget and most of them said they did not think elimination of intercollegiate athletics would be very helpful to the school's general budget," Furlong reported. "Most of them, especially the small ones, consider ICA a necessary program, helpful to enrollment, school spirit and entertainment, publicity and public support."

Furlong said frontier conference schools "would be hurt if ICA were dropped. Budgets are based on enrollment and athletics brings students."

He said discussions with university and college group leaders left "no doubt in my mind that intercollegiate athletics are considered an integral part of the university system by most groups involved, even at the present cost of things."

The bulk of opposition to intercollegiate athletics, Furlong said, comes from the student body. "Most of the students favor retention of intercollegiate athletics but they are considering the Board of Regents' decision that the ICA is a university program, not a student activity.

(The following is the resolution that the six-member Student Advisory Council presented to the Board of Regents on February 6, 1976)

— — —

Student and faculty concern at all institutions has led the Student Advisory Committee to express an interest in the scope of the intercollegiate athletic study being conducted by the Board of Regents. At a meeting earlier this morning, it was the general consensus of the committee that we ask the regents to specifically request the following areas be studied by those conducting the investigation of Montana unit athletic programs: Title IX, sources of income, club and minor sports, grants-in-aid, intramurals, recruiting (techniques and costs), relationship of athletic departments to the physical education departments on various campuses, number of coaches (their duties, teaching responsibilities, pay and tenture), state media treatment of college athletic programs, alumni support, and participation in the conferences.

We realize how demanding these requests are, and because of the time-consuming research involved, we would like to suggest the board hire additional personnel to help conduct the study.

We would ask of the regents to request the resulting athletic study group to gather pertinent data on the above items, as well as any added by the regents, and to present this data in a formal and analytical manner.

We, as a committee, are in no way trying to hinder the athletic study now being done. However, we think that it would benefit all concerned parties if these requests were given serious consideration and added to the present study.

(This outline was presented to the Board of Regents during their February meeting by Commissioner of Higher Education Dr. Lawrence K. Pettit. It is intended to provide a list of considerations to be included in the study of the financing of intercollegiate athletics.)

I. Purpose of the study

To research the intercollegiate athletic programs within the Montana University System in order to provide the Board of Regents with pertinent statistics and data which will assist the Board in formulating future budgetary and governance policies.

II. Need for the study

- A. Past actions of the Board of Regents related to intercollegiate athletics
- B. Current situation
- C. Impact of Title IX on athletic programs

III. Definitions

- A. Intercollegiate
- B. Intramural
- C. Club Sports

IV. Inventory of athletic programs and level of student participation since 1972-73

- A. Participants by program activity
  - 1. men
  - 2. women

V. Intercollegiate athletic conferences and regulations

- A. Identification
- B. Activities governed by each conference
- C. Changing trends in conference regulations since 1972
- D. Current regulations

VI. Financing of athletic programs

- A. Sources of revenue
  - 1. state funds (excluding fee waivers and grants-in-aid)
  - 2. student funds
  - 3. other income (gate receipts, booster club donations, etc.)
- B. Expenditures
  - 1. Direct
    - a. intercollegiate athletic budget - auxiliary enterprise
    - b. state appropriations - student services program
    - c. grants-in-aid and athletic fee waivers
  - 2. Indirect
    - a. state appropriation - instruction
      - 1. pro-rated cost of faculty (and/or coaches) involvement in the Health and Physical Education Departments
    - b. pro-rated analysis of other operational costs
      - 1. travel
      - 2. equipment
      - 3. other
    - c. state appropriation - physical plant program
      - 1. pro-rated analysis of operation and maintenance costs
      - 2. facilities planning
- C. Impact of campus budgetary cycle and its relationship to athletic programs
- D. Method of financing programs of other states in conferences in which we participate

VII. Impact of increased participation of women in athletic programs as a result of Title IX, Amendment to the Higher Education Act of 1965

VIII. Benefits of athletic programs

- A. Students
  - 1. educational
  - 2. recreational
  - 3. long-term
- B. University
  - 1. Contributions
    - a. booster clubs
    - b. general
  - 6. Enrollment
    - a. in-state students
    - b. out-of-state students
  - 3. General
    - a. public relations
      - 1. good will
      - 2. financial support
    - b. alumni support

IX. Survey of Attitudes

- A. Students (statistical sample)
- B. Alumni (stratified statistical sample)
  - 1. location
- C. Public (statistical sample)
- D. Faculty and Staff
- E. Other (solicit opinions or resolutions from the following)
  - 1. Chambers of Commerce
  - 2. Television and Radio Broadcasters
  - 3. Booster Clubs

X. Summary and Conclusions

XI. Recommendations

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Knowledge always desires increase; it is like fire, which must be kindled by some external agent, but which will afterwards propagate itself.

Dr. Samuel Johnson

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